Performance Assessment – Chapter 7 – Examples and Reading Guide

Learning Targets:

* We will know what performance assessment is, what type of learning target it is a best fit for, and some examples of how to use it in our content areas. (fact)
* We will begin to understand the strengths and weaknesses of performance assessment. (concept)
* We will begin to understand strategies to involve students in assessing their own performance. (concept)

Some examples of performance assessments

**Language Arts**

Learning target: Students should be able to identify examples of alliteration, assonance, and consonance in a poem. (introduced skill)

Assessment: Within the poem you have just received, mark the page to note any examples of alliteration, assonance, and consonance.

**Social Studies**

Learning target: Students should be able to describe their views of portrayals of women in the media based on primary evidence. (introduced skill)

Assessment: Now that we’ve read the ads and completed the viewing of these videos, let’s hear how your views about portrayals of women in the media have been affected by what we’ve just read and watched. I’d like to make sure everyone has a chance to speak -- and please be sure to refer directly to the media we’ve just seen.

**Science**

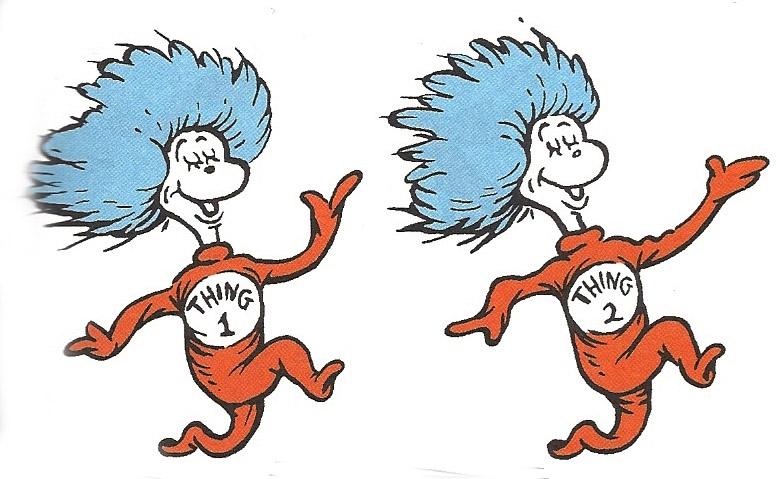
Learning target: Students will be able to set up and carry out computer simulations of populations with a single locus and two alleles, with different fitnesses for the recessive and dominant phenotypes. (introduced skill)

Assessment: You’ll need to set up and run computer simulations of a population with a single locus and two alleles. The fitnesses of the phenotypes are given in the lab handout.

**edTPA**

Learning target: Teacher candidates should be able to select and design informal and formal assessments to monitor students’ progress toward standards and learning targets. (developed skill)

Assessment: The teacher candidate must select and design informal and formal assessments to monitor students’ progress toward standards and learning targets.



**Generically**

Learning target: Students should be able to make a very nice Thing. (developed skill)

Assessment: You’ll need to make a Thing; be sure it’s very nice!

Guided questions for Chapter 7: Performance Assessment

When is it appropriate to use Performance Assessments?

How can you use a performance assessment to assess the following?

Knowledge & Understanding:

Reasoning Proficiency:

Performance Skills:

Ability to Create Products:

How can you get students involved in creating your Performance Assessment rubric?

What are the 5 steps in creating a Performance Assessment FOR Learning?

How can you check for bias in an assessment? What can you do to help reduce bias?